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ABSTRACT

Presented is a guide providing a step by step procedure and time line for planning and conducting inservice workshops for teachers of the gifted and talented. Considered are long range planning for an inservice training program, preparing materials for use in workshops, planning for individual workshops, conducting the workshop, materials used in the workshop, and post-session activities. Most sections are displayed in chart form showing step number, number of days before first session, the activity, and the person responsible. Suggested materials are listed for three workshop sessions focusing on: (1) overview of gifted child education and identification of gifted children; (2) curriculum and programming at the elementary and secondary levels; and (3) independent study methods for gifted and talented students. (DB)

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Getting Started on How To Educate Gifted Students: A Workshop Planning Guide

Lorraine Hertz

A product of
The ERIC Clearinghouse
on Handicapped and Gifted Children

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I. INTRODUCTION: A CALL FOR EXCELLENCE

This manual seeks to set forth guidelines for planning inservice workshops for teachers of the gifted and talented. It has been put together out of a conviction that it is always "the time" for excellence in education, that "a mind is a terrible thing to waste", the mind of a gifted or talented child most of all. We cannot be satisfied with mediocre or half-hearted education nor can we fail to be uneasy about the results of our neglect of these young people.

Too many of our gifted and talented children have spent too much time being taught what is essentially repetitious for them, material that is unchallenging, tedious, even silly. We have too often forced these minds to stoop when we should have been asking them to stretch. Too often we have force-fed answers instead of eliciting questions. Is it any wonder that the joy of learning is too often eroded? It is time for excellence, for quality education, for assigning to our nation's gifted and talented an exciting, thorough, disciplined, superior education, an education which they crave and to which they are entitled.

It is hoped that the workshops which are conducted using this model will emphasize specific, "hands on", kinds of lessons by teachers whose excellence is evident in their work with high potential students. It is hoped that those who participate will return home prepared to innovate and modify in curricula and teaching methods, so that the minds of our gifted and talented students will be challenged to their full potential.

II. LONG-RANGE PLANNING FOR AN IN-SERVICE TRAINING PROGRAM

Step	Days Before First Session	Activity	Person Responsible
1.	120	Call together a group of teachers or administrators who have shown an interest in gifted education. Discuss general plan for in-service workshops and the need for a planning committee meeting. Contact them in person or over the phone to discuss suitable dates for the meeting and invite them to attend.	Coordinator
2.	115	Send letters with details about the meeting to committee members.	Coordinator
3.	90	Hold a one day meeting in a suitable centrally-located place. A recommended time is from noon of the first day through lunch of the second day. This schedule allows sufficient travel time for those driving in to attend the meeting. Invite a representative from a nearby state college to discuss criteria for granting graduate credit for those attending in-service training.	Coordinator and Planning Committee
		Tasks to be accomplished at this meeting are: 1. Decide on purpose of in-service sessions. 2. Create a theme for the in-service sessions. 3. Determine a general format for the in-service sessions. 4. Establish dates for the in-service sessions. 5. Decide on locations for the in-service sessions. 6. Set up plans and charges for registration. 7. Plan a timetable for contacting schools and deadlines for receiving registration. 8. Plan budget per session within amount of funding available for year. 9. Decide on criteria for awarding graduate credit.	
4.	85-80	Meet individually with representatives from schools who could not attend original planning meeting. They should complete plans for these schools.	Coordinator and Planning Committee
5.	79	Contact representatives of state colleges and universities to discuss possibilities of granting graduate credit.	Coordinator and Graduate School Director
6.	75-70	Write up an announcement (or newsletter) to be sent to appropriate representatives from all schools or school districts to be represented.	Coordinator

Step	Days Before First Session	Activity	Person Responsible
7.	60-45	Announcements of in-service training sessions should be printed.	Coordinator
8.	44-37	Send announcements (or newsletters) to all school principals in district.	Coordinator
9.	33-32	Plan first in-service session with representatives of planning committee in whose school the session will be held. Decide on speakers and/or workshop leaders for in-service sessions.	Coordinator and Local Regional Committee Members

III. PREPARING MATERIALS FOR USE IN WORKSHOPS

Step	Days Before First Session	Activity	Person Responsible
10.	32-31	Meet individually with each speaker in person or by phone to decide on the content of the proposed speech.	Coordinator and Speaker
11.	30-29	Prepare handouts jointly with speakers to amplify each presentation. Line up any other special equipment needed for presentations.	Coordinator and Speaker
12.	29-15	Process typing and duplication of handouts.	Coordinator

IV. PLANNING FOR INDIVIDUAL WORKSHOPS

Step	Days Before First Session	Activity	Person Responsible
13.	14	Develop system for recording registration forms as they are received. Some workshops use separate accordion folders for each of the in-service sessions. Checks are clipped to registration forms and filed in appropriate folders as they arrive.	Coordinator
14.	13	Arrange for coffee and rolls, lunch, afternoon refreshments with food service director at in-service session location.	Coordinator or Local Member of Planning Committee
15.	13	Arrange for meeting rooms for speakers. A common arrangement is to provide one room for Friday evening, two rooms for Saturday morning, and one room for Saturday afternoon sessions.	Coordinator or Local Member of Planning Committee
16.	12	Formulate agenda, have it typed and copies xeroxed. It's a good idea to prepare 25% more copies than the number of registrants.	Coordinator
17.	10	Type name tags for registrants in primary type with their name, school, and city if it is different from their school's name.	Coordinator
18.	10	Prepare honoraria forms so that they can be signed by speakers.	Coordinator
19.	10	Have name tags typed for speakers, with their name, school and the identification, SPEAKER. These tags should be a different color than that used for participants' name tags.	Coordinator
20.	9	Reserve audio-visual equipment from audio-visual department.	Coordinator or Local Member of Planning Committee
21.	7	Set up a portable filing system for handouts to be used at in-service training. (Perhaps three separate boxes with Friday evening handouts, Saturday morning handouts, and Saturday afternoon handouts.) Include agendas, name tags, graduate credit registration forms, and honoraria forms in the Friday evening handout box.	Coordinator

Step	Days Before First Session	Activity	Person Responsible
22.	6	Contact people to introduce speakers. Make sure they have pertinent information about the person they are introducing.	Coordinator
23.	1	Load car with requested audio-visual equipment and portable handout file boxes.	Coordinator

V. CONDUCTING THE WORKSHOP

Step	Session Day	Activity	Person Responsible
24.	1	Arrive at in-service one hour before scheduled time.	Coordinator
25.	1	Set up audio-visual equipment.	Coordinator
26.	1	Arrange name tags in alphabetical order on convenient table.	Coordinator
27.	1	Arrange chairs appropriately. (One suggestion is to arrange chairs in horseshoe fashion or around a large rectangular table, depending upon the number of registrants.)	Coordinator
28.	1	Arrange handouts on convenient table so that they can be picked up before each specific session (e.g., Friday night session handouts on table to be picked up before Friday night session.)	Coordinator
29.	1,2	Whenever possible, greet registrants individually.	Coordinator
30.	1,2	Introduce first speaker at the time the first presentation is scheduled.	Coordinator
31.	1,2	Five minutes before the second presentation, signal to the speaker that his or her time is almost over.	Coordinator
32.	1,2	Thank each speaker before introducing the next person on the agenda. Have each speaker sign his or her honorarium form.	Coordinator
33.	1,2	Continue introducing speakers and keep the program moving. Don't keep registrants beyond the allotted time on schedule, unless they obviously want to extend the discussion.	Coordinator
34.	2	Saturday session handouts should be arranged in the two different Saturday morning rooms. Saturday afternoon session handouts should be arranged on table in the room which will be used for this joint session.	Coordinator
35.	2	At the end of the last presentation of the session, make a few summary statements.	Coordinator
36.	2	Load all equipment and extra handouts in car.	Coordinator
37.	2	Clean rooms used.	Coordinator

VI. MATERIALS USED IN WORKSHOP

A. First Session

This session is specifically designed for:

- Participants who have not attended before
- Superintendents, administrators, school board members
- Parents, students, interested members of the community
- Teachers and college students who may be taking the seminar for credit

Some materials suggested for inclusion and/or dissemination and around which in-servicing can be built are:

1. Overview of Gifted Child Education

Barbe, W. B., & Renzulli, J. S. (Eds.) Psychology and education of the gifted (2nd ed.). New York: Irvington, 1975.

Boston, Bruce, (Ed.). A resource manual of information on educating the gifted and talented. Reston, Va.: The Council for Exceptional Children, 1975.

Boston, Bruce, (Ed.). Gifted and talented: developing elementary and secondary school programs. Reston, Va.: The Council for Exceptional Children, 1975.

Dunlap, J. M. The education of children with high mental ability. In W. M. Cruickshank & G. O. Johnson. Education of Exceptional Children and Youth. Englewood Cliffs, N. J.: Prentice-Hall, 1975.

Education of the gifted. In B. R. Gearhart, (Ed.) Education of exceptional children: history, present practices, and trends. New York, N. Y.: Intext Educational Publishers, 1972.

French, J. L. (Ed.). Educating the gifted: a book of readings. New York: Holt, Rinehart & Winston, 1964.

Gallagher, J. J. Teaching the gifted child. Boston: Allyn & Bacon, 1975.

Gardner, John. Excellence. New York: Harper & Row, 1961.

Gifted and Creative Children. In Lita Linzer Schwartz. The Exceptional Child: a Primer. Belmont, Ca.: Wadsworth Publishing Company, 1975.

Gold, Milton J. Education of the intellectually gifted. Columbus: Charles Merrill Books, Inc., 1965.

The intellectually gifted child. In Samuel A. Kirk. Education of exceptional children. Boston, Mass.: Houghton Mifflin Company, 1972.

Marland, Sidney P., Jr. Education of the Gifted and Talented: Report to the Congress of the United States by the U. S. Commissioner of Education. Washington, D. C.: U. S. Office of Education, 1971.

Martinson, Ruth. Children With Superior Cognitive Abilities. In Lloyd M. Dunn, ed. Exceptional Children in the Schools: Special Education in Transition. New York, N. Y.: Holt, Rinehart & Winston, Inc., 1973.

Martinson, Ruth, & Seagoe, May V. The Abilities of Young Children. Sacramento: California State Department of Education, 1967.

Section II: The Gifted Child. In Thomas E. Jordan & Walter J. Cegelka. Exceptional Children. New York, N. Y.: MSS Information Corporation, 1972.

Terman, Lewis M. Genetic Studies of Genius, 5 volumes. Stanford: Stanford University Press, 1925-1959.

Torrance, E. Paul. The Gifted Child in the Classroom. New York: Macmillan & Co., 1965.

Naturally, the workshop leadership cannot provide copies of all these to participants, but participants should be made aware of them.

2. Identification

   a. Include listing of personal and learning characteristics of gifted children, for example:

      - Keen powers of observation
      - Willingness to examine the unusual; intellectual curiosity
      - Powers of abstraction, conceptualization, analysis, synthesis and evaluation
      - Good at problem-solving, interest in cause-effect relationships
      - Liking for structure, order, consistency, fairness

- Highly retentive
- Verbal proficiency, large vocabulary, facility in expression
- Questioning attitude
- Intrinsic motivation, self-starter
- Powers of critical thinking
- Creativity and inventiveness, brainstorming ability
- Long attention span, intense concentration
- Persistent, goal directed behavior
- Affective abilities, sensitivity, intuitiveness, empathic
- Energetic, alert, eager
- Independence in work and study
- Versatility and virtuosity, diverse interests and ability
- Friendliness and extroversion

b. Include listing of creative traits, as this one culled by Leonard Lucito from the writings of Torrance, Gallagher and Stein:

- View the work with extra wonder and see magic in it
- Learn by experimenting, manipulating objects in many ways
- Are able to be conforming or nonconforming as the situation demands
- Try to find answers to their question in their way
- Have long attention spans and the ability to pursue an activity in which they are interested for long periods of time
- Can tolerate disorder and ambiguity
- Are able to organize themselves and ideas
- Tend to see the familiar in unusual ways and at greater depth
- Often prefer to learn by creative ways rather than by being told by an authority
- Seem to learn considerably from fantasy as it aids in solving their problems of development
- Display a positive self-image
- Have an attraction to the unconventional and the complex
- Seem to rely more on their own evaluations than on others
- Come from family backgrounds characterized by lack of overdependence of children on parents
- Have a reputation for wild or silly ideas, particularly the boys

- Display humor, playfulness, and relaxation in their creative products
- Wish to work alone at times
- Are often (though not always) high academic achievers
- Can integrate opposing impulses such as destructiveness and constructiveness
- Select fewer conventional occupations (e.g., lawyer, doctor, professor) and select more unconventional ones (e.g., adventurer, inventor, writer).

c. Encourage parents and teachers to be aware of these behaviors as a means to identification. It is often interesting and instructive to compare listings like those given above. (They are legion. Once into the literature, they are easily collected.)

d. Identification of the talented as well as the gifted should be introduced. Some resources would include the following:

Anastasi, A. & Schayer, C. E. Biographical correlates of artistic and literary creativity in adolescent girls, Journal of Applied Psychology, 53:267-73, August, 1969.

Bentley, Arnold. Musical Ability in Children and Its Measurement. New York: October House, Inc., 1966.

Gordon, Edwin. A Three Year Study of the Musical Aptitude Profile. Ames: University of Iowa Press, 1967.

Lally, Ann and Brant, Lou La. Experiences with children talented in the arts, in Witty, Paul (Ed.), The Gifted Child. Boston: D. C. Heath & Company, 1951.

Lowenfeld, Viktor. The Nature of Creative Ability. London: Keegan-Paul, 1939.

Renzulli, J. S., et. al. Scales for Rating Behavioral Characteristics of Superior Students. Draft. Available from author.

Salome, R. A. Identifying and instructing the gifted in art, Art Education, 27:16-19, March 1974.

Saunders, Robert J. "Identifying the Artistically Gifted in the Classroom." A paper presented at the "Creativity: Its Educational Implications" workshop. New Haven, Conn. 1969.

Schartzer, June. "Identifying Talented Children." Mimeo. Illinois State Department of Education, n.d.

Schneider, Erwin H. and Cady, Henry L. Evaluation and Synthesis of Research Relating to Music Education. Columbus: Ohio State University Research Foundation, 1965.

e. Some general resources for the identification of the gifted and talented with which workshop participants should be acquainted are:

Blumenfeld, Warren S. Selecting talented Negro students: nominations vs. test performance, National Merit Scholarship Corporation Research Reports. Evanston, Ill.: National Merit Scholarship Corporation, 1969.

Creativity--Research/Tests and Measurements/Intelligence: A Selective Bibliography. Reston, Va.: The Council for Exceptional Children, 1976.

Hobson, James R. Mental age as a workable criterion for school admission, Elementary School Journal, Vol. 53 (1948), pp. 312-32.

Holland, John L. Some limitations of teacher ratings as predictors of creativity, Journal of Educational Psychology, Vol. 50 (1959), pp. 219-23.

Identification of the Gifted: A Selective Bibliography. Reston, Va.: The Council for Exceptional Children, 1976.

Martinson, Ruth A. & Lessinger, Leon M. Problems in the identification of intellectually gifted pupils, Exceptional Children, Vol. 26 (1960), pp. 227-42.

Martinson, Ruth A. The Identification of the Gifted and Talented. Reston, Va.: The Council for Exceptional Children, 1975.

Mellman, Jason, & Glock, Marvin D. Trends in the measurement of general ability, Review of Educational Research, Vol. 35, No. 1 (1965), pp. 17-24.

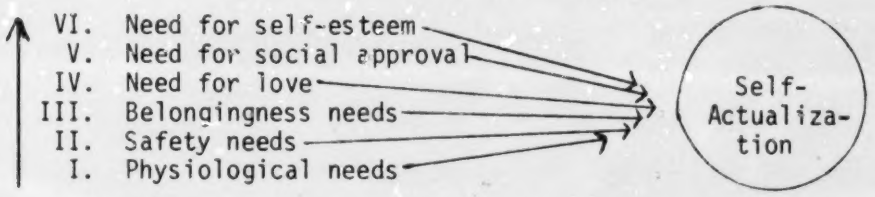
Renzulli, Joseph S., et. al. Teacher identification of superior students, Exceptional Children, Vol. 38 (1971), pp. 211-14.

Rothney, John W. M. Studies in the Discovery and Guidance of Superior Students. Madison: University of Wisconsin Press, 1963.

f. In addition, there are numerous identification check lists and programs of identification which are available in print, particularly from the gifted and talented sections of state education agencies and from local school districts which have established identification procedures. Check with the coordinator of gifted and talented programs in your state and/or region. California, Connecticut, Florida, Georgia, Illinois, North Carolina and Pennsylvania offer good comparative sets of identification procedures.

3. Creating a Supportive Environment for Fast Learners

a. A good model for creating a supportive environment, and one often used by educators of the gifted and talented, is structured along Maslow's hierarchy of basic needs.



The point here would be to encourage participants to devise program and curriculum strategies which both meet the needs present at various developmental levels and which encourage movement from one level to the next.

b. There are numerous published resources which relate to Maslow's work. Teachers and parents may also need to be made acquainted with the recent literature in "humanistic education" which has emanated from the work of Carl Rogers, George Leonard, Harold C. Lyon, Jr. and others.

c. An excellent resource around which to build an in-service session on this topic has been produced by the Minnesota State Department of Education, Division of Instruction, entitled, "Suggested Solutions to Problems Teachers Encounter with their Gifted Students". The publication provides supportive strategies related to intellectual problems, study habits, social problems, parental relationship difficulties, and staff relationship problems of teachers of the gifted.

B. Second Session

1. The focus of this session is curriculum and programming. Divide participants into Elementary and Secondary "strands", with Junior High in the Secondary strand. Sessions for each may run concurrently over a three hour time period.

2. Selection of topics for the six sessions may be done by the local planning committee, either on the basis of personal knowledge or by a rough needs assessment procedure prior to the workshop. Sessions may be conducted on a subject area basis or according to

topical preferences, e.g., "identification", "programming", "parents", "teacher training", etc.

3. Speakers and resource people may be asked to double up and present a mini-session in addition to their main presentation.

4. Curricular Modifications at Elementary and Secondary levels may involve within classroom, intra-grade, inter-grade, team teaching, resource teacher, learning center, self-management of learning, activity period and library programs. These modifications may involve any given subject matter and present a good opportunity for the sharing and development of curricular experimentation at all levels. Curriculum and subject area specialists within the school district or region may be invited as resource persons to lead discussion and offer ideas. Invite lead teachers and school coordinators for particular gifted programs in your district or region, and provide participants with descriptions of programs as part of the training materials.

5. The following are good resources for curriculum and program development at all levels:

Boston, Bruce O. Gifted and Talented: Developing Elementary and Secondary School Programs. Reston, Va.: The Council for Exceptional Children, 1975.

Boston, Bruce O. The Sorcerer's Apprentice: A Case Study in the Role of the Mentor. Reston, Va.: The Council for Exceptional Children, 1976.

Creativity--General/Classroom/Problem Solving: A Selective Bibliography. The Council for Exceptional Children, 1976.

Cutts, Norma E. & Moseley, Nicholas. Providing for Individual Differences in the Elementary School. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

Fliegler, Louis (Ed.). Curriculum Planning for the Gifted. Englewood Cliffs, N. J.: Prentice-Hall, 1961.

Gifted--Teaching Methods/Curriculum/Teacher Training: A Selective Bibliography. Reston, Va.: The Council for Exceptional Children, 1976.

Kaplan, Sandra. Providing Programs for the Gifted and Talented. Reston, Va.: The Council for Exceptional Children, 1975.

Maker, C. June. Training Teachers for the Gifted and Talented: A Comparison of Models. Reston, Va.: The Council for Exceptional Children, 1975.

Martinson, Ruth A. Curriculum Enrichment for the Gifted in Primary Grades. Englewood Cliffs, N. J.: Prentice-Hall, 1968.

Programing for the Gifted--General/Arts and Humanities/Math and Science: A Selective Bibliography. Reston, Va.: The Council for Exceptional Children, 1976.

Runyon, Joyce (Ed.). Florida's State Resource Manual for Gifted Child Education. Tallahassee: Florida State Department of Education, 1973.

Stovall, Betty J., & Tongue, Cornelia. The Itinerant Resource Teacher: A Manual for Programs with Gifted Children. Raleigh: North Carolina State Department of Public Instruction, 1970.

Syphers, Dorothy F. Gifted and Talented: Practical Programming for Teachers and Principals. Arlington, Va.: The Council for Exceptional Children, 1972.

Runyon, Joyce (Ed.). Florida's State Resource Manual for Gifted Child Education. Tallahassee: Florida State Department of Education, 1973.

Stovall, Betty J., & Tongue, Cornelia. The Itinerant Resource Teacher: A Manual for Programs with Gifted Children. Raleigh: North Carolina State Department of Public Instruction, 1970.

Syphers, Dorothy F. Gifted and Talented: Practical Programming for Teachers and Principals. Arlington, Va.: The Council for Exceptional Children, 1972.

Vassar, William G. and Renzulli, Joseph S. (Eds.). The Gifted Child in Connecticut: Practical Suggestions for Program Development. Hartford: Connecticut State Department of Education, 1968.

C. Third Session

1. The focus of this session is on independent study methods for the gifted and talented in elementary and secondary classes. The initial step is assessing a particular student's level of independence for purposes of drawing up an individualized learning contract.

2. Independence levels may be assessed by way of: (1) class discussion, (2) interview, (3) student fills out a self-evaluation form and submits a proposal, (4) observation of learning tasks by the teacher.

3. The following criteria are important in rendering an assessment:

   a. A student's comprehension of independent study,

   b. A student's ability to identify a study topic with some level of specificity,

   c. A student's ability to cast the topic into a problem, set of problems, and procedures of investigation,

   d. A student's ability to identify resources,

   e. A student's ability to set realistic deadlines,

   f. A student's ability to keep "on task", to see a project through.

4. Workshop leaders may want to include students who have successfully completed independent study projects as resource leaders for the workshop.

5. Independent learning contracts form an integral part of independent study. It states what the student will learn, how s/he will go about learning it, and how new knowledge gained may be demonstrated, evaluated, or tested. It is important that the learning objectives be stated as unambiguously as possible and agreed upon by both student and teacher. Often these contracts take a written form.

6. A learning contract contains seven essential elements:

   a. Specification of what is to be learned.

   b. Specification of how the student will demonstrate what s/he has learned.

   c. Identification of the resources the student will use in completion of the contract.

   d. Outlining the major steps to be completed.

   e. Establishing check-points for determining progress.

f. Establishment of deadlines for completing the contract as a whole and its sub-parts.

g. Identification of the next activity the student can expect to go on to after the successful completion of the contract.

h. Outline of what the student may expect from the teacher by way of guidance, assistance, and support.

7. Persons responsible for this section of the workshop will want to familiarize themselves with literature in the field of individualized instruction. Some suggested resources are:

Altieri, D. P. et al. An operational model for individualizing instruction, Science Education, 55 (3):269-73.

Baker, Gail L. & Goldberg, Isodore. The individualized learning system, Educational Leadership, 27:775-80, May, 1970.

Bennett, Frances and Others. Potentially Gifted and Talented School Youth Benefit From Independent Study. Gifted Child Quarterly, 1971, 15 (2), 96-108.

Case, Rosemary Hart. A Reading Program for Gifted Students in the Senior High School. Paper presented at International Reading Association Conference, Boston, 1968. Available ERIC. ED 026 206.

Cline, Betty Smith and Others. Children Who Present Special Challenges. Today's Education, 1972, 61 (1), 18-28.

Doll, Ronald C. (Ed). Individualizing Instruction. Washington, D.C.: Association for Supervision and Curriculum Development, 1964.

Educational Technology, 24:11 (November, 1974). Entire issue.

Esbensen, Thorwald. Working with Individualized Instruction: the Duluth Experience. Palo Alto: Fearon Publishers, 1968.

Feldhusen, John F. et al. The right kind of programmed instruction for the gifted, National Society for Programmed Instruction Journal, 8:6-11, March, 1969.

Gibbons, Maurice. What is individualized instruction? Interchange, 2:28-49.

Glaser, Robert. The Design and Programming of Instruction. Pittsburgh: The University of Pittsburgh, Learning Research and Development Center, 1968.

Green, Ben A. Jr. Workshop on the Personalized System of Instruction. Washington, D. C.: The Center for Personalized Instruction, 1974.

Hunter, Madeline. Tailor your teaching to individualized instruction, Instructor, 79:53-63, March, 1970.

Kravetz, Nathan. The creative child in the uncreative school. Educational Forum, 34:19-22, January 1970.

Lewy, Rafael A. Individually Prescribed Instruction and Academic Achievement. 1969. Available ERIC. ED 033 082.

Martinson, Ruth and Others. An Independent Study-Seminar Program for the Gifted. Exceptional Children, 1972, 38 (5) 421-6.

Mitzel, Harold E. The Impending Instruction Revolution. Phi Delta Kappan, 51:434-9, April 1970.

Passow, Harry A. (Ed.) Nurturing Individual Potential. Washington, D.C.: Association for Supervision and Curriculum Development, 1964.

Treffinger, Donald J. Teaching for Self-Directed Learning a Priority for the Gifted and Talented. Gifted Child Quarterly, 1975, 19 (1), 46-59.

VII. POST-SESSION ACTIVITIES

Step	Days After Session	Activity	Person Responsible
38.	2	Complete financial arrangements.	Coordinator
39.	2	Sign honorarium forms and process them.	Coordinator
40.	3	Return checks to registrants who were not able to attend session. (This usually happens only in a few cases.)	Coordinator
41.	3	Write up a report on each session, including the number of those attending, income and expenses. Type list of names and addresses of all who attended.	Coordinator
42.	4	Add names of new attendees to file of "Contract Representatives."	Coordinator
43.	4-10	Analyze and evaluate the sessions.	Planning Committee